

---

## THEMATIC VIDEO STIMULATES STUDENT IMAGINATION FOR POETRY WRITING COURSE

Dewi Ariani\*, Faizah Abdul Majid

Universitas Negeri Malang, Indonesia\*, Universiti Teknologi MARA, Malaysia

---

### ARTICLE INFO

*Article history:*

Received: 08-03-2024

Accepted: 12-05-2024

Published: 20-06-2024

*Keyword:*

thematic video,  
imagination, poetry  
writing, poetry writing  
courses.

---

### ABSTRACT

Innovation in the field of learning is needed so that learning becomes interesting and fun. The development of learning innovations in the form of thematic videos stimulating students' imagination to write poetry is one of the efforts to make learning to write poetry fun and make it easy to write poetry. The method used to develop thematic videos stimulating students' imagination to write poetry is the ADDIE method. Imagination-stimulating thematic videos cover four broad themes: nature, events, self-portraits, and fiction. Each theme consists of five videos with a duration of 5 minutes so the total videos produced are 20 videos. Imagination-stimulating thematic videos are accompanied by guidebooks and even complete with course descriptions, semester learning plans, and lecture units of the first to sixteenth meetings. Video thematic imagination stimulants proved to be able to arouse the imagination of students before writing poetry, in fact when the video I tested in a poetry writing class in 2018, they were so absorbed that even some students were moved and cried when watching the imagination-stimulating video of the self-portrait theme, namely 'mother'. The results of the trial showed that thematic videos stimulating imagination were able to provoke students to be more productive in writing poetry.

---

## INTRODUCTION

Writing poetry is one of the compulsory subjects that must be taken by 2nd-semester students of the Indonesian Language and Literature Study Program at the Faculty of

---

\* Corresponding author.

E-mail addresses: [dewi.ariani.fs@um.ac.id](mailto:dewi.ariani.fs@um.ac.id) (Dewi Ariani)

ISSN: 2597-7385 (Online) - ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture is licensed under Creative Commons Attribution-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

Letters, State University of Malang. The poetry writing course is a compulsory subject and graduation requirement for students who graduate from the Indonesian Language and Literature Study Program. Writing is a process of creativity that can also mean the pouring of thoughts or ideas in the form of writing language (Dalman, 2016). The subject of writing poetry has been taught with various models, techniques, and innovations by the lecturers of the course. With the aim that learning is more effective and interesting, learning innovations for learning to write poetry must continue to be developed following the development of science and technology (Yusi Kamhar & Lestari, 2019). Pradopo, (2002) describe that poetry is the expression of thoughts that evoke feelings that stimulate the imagination of the five senses in a rhythmic arrangement. As Brown states that “the process of writing requires an entirely different set of competencies.” All of that is important.

Based on preliminary research, it was found that the learning models and media that are often given by lecturers of poetry writing courses still seem monotonous, even though the names of the models and learning media have been changed and varied (Haliq et al., 2017; Pramono et al., 2013; Warsiman, 2011). Though the learning model is a form of learning that is illustrated from beginning to end and presented typically by the teacher, especially to achieve learning objectives (Taufik, 2010). In other words, the learning model is a wrapper or frame of the application of a learning approach, method, and technique (Warsiman, 2011). In addition, many students still feel afraid of being wrong and lack courage when they want to write poetry. This feeling of fear makes students less interested in literary works, especially writing poetry.

Learning innovations developed for poetry writing skills are in the form of developing media in the form of short videos with various themes and hereinafter referred to as thematic videos. Writing poetry is a writing skill that requires imagination and creativity (Leonard & Willis, 2008). The thematic videos developed can be used to train and develop students' imagination and creativity in writing poetry. Audiovisual learning media according to Sanjaya (2010) is a type of media that in addition to containing sound elements also contains visual elements that can be seen, for example films, sound slides, video recordings, and so on. Videos in the form of shows according to the theme are presented in a short video with a duration of 5 minutes, so that it can maximize the use of student imagination. According to Gustavo and Claudia there are two types of videos they are compilation video and direct cinema. Imagination-stimulating thematic video products need to be designed because products in the form of utilizing technology that has now become

part of students' lives in daily activities. This product is equipped with learning tools that are then uploaded in e-learning. It is hoped that this product can be easily accessed by all students and make it easier for lecturers to write poetry, both face-to-face and online. Imagination is one of the requirements to produce a good poem. Imagination can generate and contain schematics so that what comes to mind can be associated with all schematics owned (Caplestone, 1985). Therefore, Satre asserts that imagination is an ability to make what is thought real or real (Satre, 2000). This perspective by Satre invites contemplation on how imagination influences our understanding of what is real and what is possible.

There are several ways to achieve poetic poetry. Each poet has his style of creating poetry (Tedjoworo, 2001), which are as follows. (1) The existence of authenticity, means that every poet will not repeat what people have written or used. The poet must create something original that is the result of his thinking. (2) The ability to exploit language appropriately so that it can support ideas, amaze, and be suggestive. In this connection, the poet must have the ability to make word choices and arrange words, to create a sense of art and suggestion that can bring the reader to a fun situation. (3) The existence of a coherent and systematic way of thinking, meaning that poets creating poetry are guided by an orderly mindset, not back and forth. A poem created through an unsystematic way of thinking will not produce high poetic value. So to achieve the poetic poetry of a poem, the poet must come up with an idea that is then expressed in writing guided by an orderly mindset. Imagination is seen as important in science because imagination is defined as an experimental partition of the mind used to develop theories and ideas based on function (Leonard & Willis, 2008). Take objects from real perception, and imagination using complex IF-functions to develop new ideas or revisions (Khosravi et al., 2017). This statement corresponds to the emergence of probability theory (probability) which is often denoted by the IF-x formula in mathematical science. Imagination is the key to the new development of the mind and can be shared with others, developing collectively (Tedjoworo, 2001). Through imagination, individuals can collaborate and build upon each others ideas, fostering collective growth and innovation.

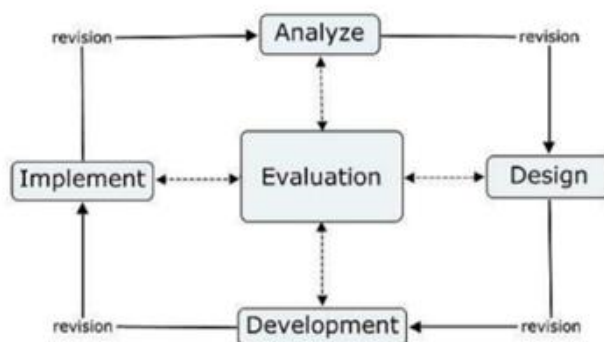
Thematic videos are considered to facilitate the process of writing poetry in poetry writing courses. Education needs to be delivered with images so that students can be more open-minded and grow into skilled, creative, and innovative students (Leonard & Willis, 2008). Azhar, (2015) also describe that audiovisual are educational and learning media that make the ears and eyes of learners active. Product specifications are based on several data

that show that learning to write poetry still requires innovations in learning so that learning to write poetry is more fun and effective (Goddess, 2018). So there must be new learning innovations for learning to write poetry presented in a product in the form of thematic videos.

Imagination-stimulating thematic videos deserve to continue to be developed because the use of science and technology is the main capital of learning in the future. In addition, thematic videos stimulate imagination and can also increase student learning motivation, like learning media that use YouTube (Yusi Kamhar & Lestari, 2019). Agung & Pristiwati, (2021) hold that use of audiovisual learning media is also used in learning to write poetry. Often educators take videos from Youtube to learn. So imagination-stimulating thematic videos will continue to be developed with the times.

## METHOD

The method used in this study is the ADDIE model research method, which is a development model consisting of five stages, namely *Analyze* (analysis), *Design* (design/design), *Development* (development), *Implement* (implementation), and *Evaluation* (evaluation) adapted from "The Systematic Design of Instruction" by Dick and Carry (Hidayat & Nizar, 2021). In addition, in this study, researchers also included an expert judgment stage process to measure the validity, usefulness, and superiority of the product that will be produced before researchers go through the implementation stage.



**Picture 1.** ADDIE Development Model

First, is the analysis stage. At this stage, observation, investigation, and study are carried out in advance about the needs in poetry writing lectures and learning innovations that need to be developed. The results of the initial analysis show that the product needed is a product that can be used for hybrid learning. So it is necessary to develop products or

learning media to write effective poetry, that can provoke student imagination and can be used for hybrid learning.

Second, is the design stage. At this stage, product development planning is carried out in terms of video content design: related to the design of the opening of the video show, the core of the video show story, and the closing of the video show. The determination of video show design begins with in-depth research on the learning needs of writing poetry and choosing the right theme to stimulate the imagination.

Third, is the development stage. At this stage, the process of making videos according to the chosen theme is carried out. There are four themes: 1) nature themes, 2) character themes, 3) event themes, and 4) religious themes. Each theme consists of five different videos, so there are 20 videos in total.

Fourth, is the implementation stage. Before the implementation stage, researchers conduct expert testing (expert judgment) to test validity and provide input and suggestions related to the preparation and development of products in the form of imaginary stimulating thematic videos. In addition, this expert testing stage also aims to test the utility or usefulness of the product to be produced. Once the expert test is complete, then the product is ready for implementation. At the implementation stage, field tests or real tests of the use of thematic video learning media stimulate imagination in poetry writing courses.

Fifth, is the evaluation stage. At this stage, assessments, responses, and input from lecturers and students are also carried out regarding the implementation of thematic video learning media that stimulate imagination in poetry writing courses. Furthermore, improvements were made to the thematic video learning media that stimulate imagination in the poetry writing course through the necessary improvements based on the evaluation results in the form of assessments, responses, criticisms, suggestions, and input from teachers, and students of poetry writing courses.

Research products that have been validated and refined are tested in poetry writing lectures. There were 28 students involved. The trial was carried out at State University of Malang, in the multimedia room of building D7 on the 1st floor. Furthermore, the product is refined and ready to be applied in every lecture on writing poetry.

## **FINDINGS AND DISCUSSION**

The results of developing learning innovation for each stage until it becomes a learning innovation product with use values are described in this section.

## **Findings**

The development of this learning innovation product is in the form of 20 thematic videos stimulating student imagination. The video is created after going through several stages. In the first stage, the head of the developer together with members discussed video themes that were considered to stimulate students' imagination. Finally, it was agreed that four major themes were chosen; 1) nature themes, 2) character themes, 3) event themes, and 4) religious themes. These four themes are considered close to student life, moreover, the big theme of developing learning innovation is life-based.

In the second stage, the head of the developer together with the members determines the subthemes of each of the predetermined major themes. The theme of nature consists of mountains, Indonesia, the sea, rice fields, and rivers. The character themes consist of the father, mother, teacher, idol, and Sukarno. The theme of the event consists of fire, accident, birth, graduation, and marriage. Religious themes consist of Hajj, holidays, worship, death, and health.

In the third stage, video collection activities according to subthemes began to be collected. The best videos are selected and compiled according to subthemes, creating a new video. The selection and compilation process lasted for two months. Until finally created 20 compilation videos representing four themes that had been agreed upon. Each video that has been created is on average 5 minutes long. Furthermore, the 20 videos were validated by two experts (design, communication, visual, and poetry writing learning experts).

Broadly speaking, this thematic video product is like advertising videos in general. Thematic videos are presented in 20 videos with a duration of 3-5 minutes, which are then packaged in 4 major themes. The themes chosen are life-based, so by watching thematic videos, students can be touched by their hearts, aroused by their imagination, and smoothly create several poems from one video show.

A lot of input was given by experts, so some videos were replaced and some were discarded. So the existing product is revised according to input from experts until finally it is considered ready to be tested by students.

### **1. Product Revisions**

Product revision activities for two weeks. There is a replacement of video from beach video to ocean video. The beach video is considered to lack a picture of the sea widely, it seems to depict a recreational place only. In the sea video, an overview of the sea is

presented as well as the beach as a complement. All videos are narrated with the hope that students understand what to do after observing the selected video. Each video has intro music as a characteristic while making the video more interesting. The video was scrutinized again by design, communication, and visual experts until there was word that the video was ready to be implemented for students who took poetry writing courses. The video to be implemented is equipped with worksheets and PPT materials and lecture assignments. Worksheets and PPT are in attachments.

## **2. Second Test Results**

Thematic videos stimulating students' imagination were implemented by students at the ninth meeting. There are no courses in writing poetry, there are courses in writing poetry and prose. From the first meeting to the fourth meeting, basic materials on writing poetry and prose were presented. At the seventh to ninth meetings, students have the opportunity to write poems according to the media provided by the lecturers. At this seventh to the ninth meeting, thematic videos of imagination stimulation can be implemented. The developers tried to implement the imagination-stimulating thematic video at the ninth meeting because, at the ninth meeting, the video was ready to be implemented. Thematic videos stimulate imagination implemented in a poetry writing class involving 28 students. Students look very passionate even to the point that some cry.

After the implementation of the lecture on writing poetry online system using thematic videos stimulating imagination, researchers had time to ask several students about testimonials from lecture activities. The results obtained showed that the thematic videos presented made it easier for them to write poetry and made students comfortable in learning to write poetry even though lecturers could not come to class.

## **3. Product Enhancements**

The products presented during the implementation in the classroom turned out to still have something to improve. Especially about the length of the duration of views and views of videos. It needs a little polish, especially the addition of the institution's logo. For this thematic video to be used by all lecturers writing poetry, the video is equipped with a guidebook that can be used to implement thematic videos stimulating students' imagination for poetry writing courses. The guidebook is in the appendix. The product produced in this development is a thematic video and learning tool that facilitates the process of writing

poetry in the poetry writing course. Product specifications are based on several data that show that learning to write poetry still requires innovations in learning so that learning to write poetry is more fun and effective.

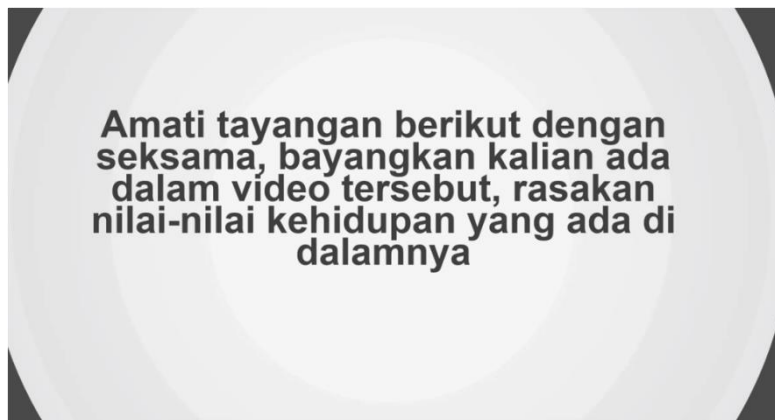
The specification of this product is a thematic video consisting of four main themes: a) nature, b) events, c) characters, and d) religion. Each theme consists of several subthemes. The theme of nature consists of mountains, Indonesia, the sea, rice fields, and rivers. The character themes consist of the father, mother, teacher, idol, and Sukarno. The theme of the event consists of fire, accident, birth, graduation, and marriage. Religious themes consist of Hajj, holidays, worship, death, and health. Each theme is packaged in a 5-minute compilation video. This product is also accompanied by learning tools that make it easy to apply innovation development in poetry writing courses. This product can be used as a medium for learning in poetry writing courses. This product can make learning to write poetry run systematically, effectively, and efficiently to achieve the goal of learning to write poetry optimally. This development can be developed more innovatively, but it takes a longer process. Therefore, it is hoped that in the future this product can be developed again-the theme is not limited to four themes, but the theme will continue to be updated according to the times.

Here are some excerpts from the impressions in the imagination-stimulating thematic video. The impressions in nature theme videos can arouse students' imaginations, especially about nature, students do not need to go to the river to imagine the river, students do not need to go to the sea to imagine the sea, students do not need to go to the beach to imagine the beach, students do not need to go to the river to imagine the river, and students do not need to go to the mountain to imagine the mountain. This video is very helpful to arouse the imagination of students when writing poetry. Each video is packaged in a 5-minute compilation video. A brief overview of one of the nature theme videos can be seen in the following image.

## Mountain Video



**Picture 2.** Initial Views of the Mountain Video



**Picture 3.** Instructions for College Students

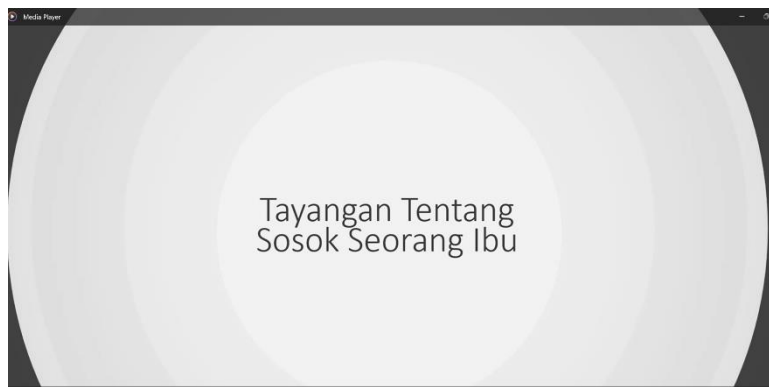


**Picture 4.** Mountains

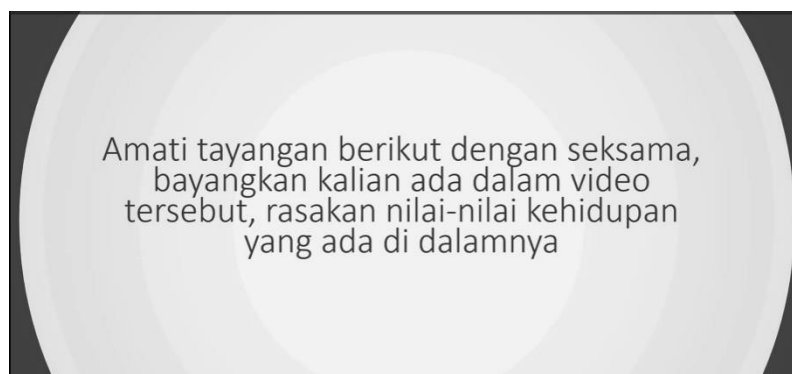


**Picture 5. Mountains**

Furthermore, a brief overview of one of the self-portrait theme videos, namely the mother video, can be seen in the following picture.



**Picture 6. Early Impressions of Mom's Video**



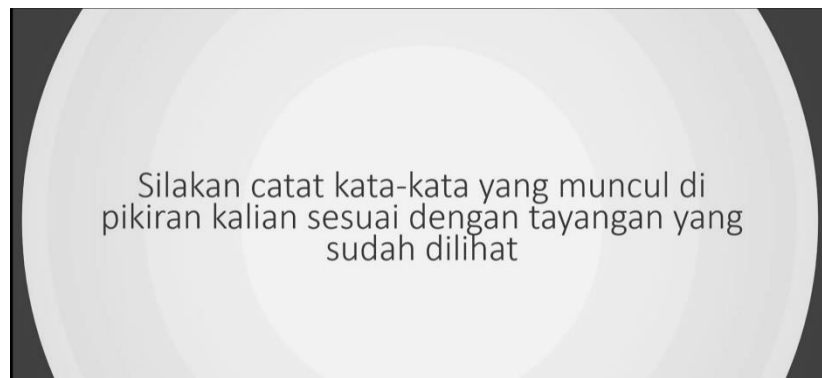
**Picture 7. Instructions for College Students**



**Picture 8.** Mother's Sacrifice



**Picture 9.** Mother's Sacrifice



**Picture 10.** Thematic Video Closing Impressions

The pictures above are a complete picture of the results of the development of imagination-stimulating thematic video products for poetry writing courses. Furthermore, the product was applied to the poetry writing class and obtained an overview of the learning outcomes as follows.

No	Video Themes	Number of Poems from Female Students	Number of Poems from Male Students
1.	Nature	72	16
2.	Event	54	9
3.	Character	90	19
4.	Religious	48	7

**Table 1.** Product Trial Results Table Thematic Video Stimulating Imagination

Information:

Number of students: 28

Woman: 24

Man: 4

Table 1 illustrates that the average student can write more than one poem for each theme. Students feel that their imagination and all their senses are aroused, making it easier for students to write poetry. So it is clear that thematic videos stimulate imagination and can increase students' motivation to write poetry, be more productive, and not be confused looking for the theme of the poem to be written.

## Discussion

The results of product development, innovation, learning, testing, and implementation are described in this section.

### 1. Product Development

The development of this learning innovation product is in the form of 20 thematic videos that stimulate student imagination, which is expected to stimulate students' imagination before writing poetry (Tedjoworo, 2001). At the same time, it can unite the imagination of students with videos that represent real life in Indonesia, so that they can get to know more about the reality of events, nature, pictures, and religion in Indonesia (Baguio, 2023). Imagination-stimulating thematic videos are created after passing through several stages. In the first stage, the head of the developer together with members discussed video themes that were considered to stimulate students' imagination. Finally, it was agreed that four

major themes were chosen; 1) the theme of nature, 2) the theme of characters, 3) the theme of events, and 4) the theme of religion. These four themes are considered close to student life, moreover, the big theme of developing learning innovation is life-based (Goddess, 2018).

In the second stage, the head of the developer together with the members determines the subthemes of each of the predetermined major themes. The theme of nature consists of mountains, Indonesia, the sea, rice fields, and rivers. The character themes consist of the father, mother, teacher, idol, and Sukarno. The theme of the event consists of fire, accident, birth, graduation, and marriage. Religious themes consist of Hajj, holidays, worship, death, and health.

In the third stage, video collection activities according to subthemes began to be collected. The best videos are selected and compiled according to subthemes, creating a new video. The selection and compilation process lasted for two months. Until finally created 20 compilation videos representing four themes that had been agreed upon. Each video that has been created is on average 5 minutes long. Furthermore, the 20 videos were validated by two experts (design, communication, visual, and poetry writing learning experts).

Broadly speaking, this thematic video product is like advertising videos in general. Thematic videos are presented in 20 videos with a duration of 3-5 minutes, which are then packaged in 4 major themes. The themes chosen are life-based, so by watching thematic videos, students can be touched by their hearts, aroused by their imagination, and smoothly create several poems from one video show, just like learning by utilizing YouTube media (Yusi Kamhar & Lestari, 2019).

A lot of input was given by experts, so some videos were replaced and some were discarded. So the existing product is revised according to input from experts until finally it is considered ready to be tested by students.

## **2. Testing and Implementation**

Thematic videos stimulating students' imagination were implemented by students at the ninth meeting. There are no courses in writing poetry, there are courses in writing poetry and prose. From the first meeting to the fourth meeting, basic materials on writing poetry and prose were presented. At the seventh to ninth meetings, students have the opportunity to write poems according to the media provided by the lecturers. At this seventh to the ninth meeting, thematic videos of imagination stimulation can be implemented.

The developers tried to implement the imagination-stimulating thematic video at the ninth meeting because, at the ninth meeting, the video was ready to be implemented. Thematic videos stimulate imagination implemented in a poetry writing class involving 28 students. Students look very passionate even to the point that some cry.

## CONCLUSION AND SUGGESTIONS

After the implementation of the lecture on writing poetry online system using thematic videos stimulating imagination, researchers had time to ask several students about testimonials from lecture activities. The results obtained showed that the thematic videos presented made it easier for them to write poetry and made students comfortable in learning to write poetry even though lecturers could not come to class.

## REFERENCES

- Agung, H. W., & Pristiwati, R. (2021). The Suitability of Video Learning Media on YouTube with Poetry Writing Learning Materials Curriculum. *International Journal of Active Learning*, 6(1), 9-16.
- Azhar, A. (2015). *Media Pembelajaran audiovisual* (9th ed.). Jakarta: PT Raja Grafindo Persada.
- Baguio, B. (2023). Reimagining Singapore in verse: A critical discourse analysis of contemporary poetry and its role in emerging national identity. *Bahasa dan Seni*, 51(1), 27-43. <https://doi.org/http://dx.doi.org/10.17977/um015v51i12023p27>
- Brown, H. D. (2008). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education.
- Caplestone, F. S. (1985). *A History of Philosophy-Book Two, Consist of Volume IV, V, VI*. New York: Image Book-A Division of Doubleday & Company Inc.
- Dewi, N. (2018). Ecohumanism in teaching poetry for EFL students in Indonesia. *GEMA Online Journal of Language Studies*, 18(2), 168-181. <https://doi.org/10.17576/gema-2018-1802-12>
- Dalman. (2016). *Keterampilan Menulis*. Jakarta: PT. Raja Grafindo Persada.
- Gustavo, P., & Claudia, H. (2020). "What Does BERT Know about Books, Movies, and Musics? Probing BERT for Conversational Recommendation." In *RecSys 2020 - 14th ACM Conference on Recommender System* (pp. 388-397). <https://doi.org/10.1145/3383313.3412249>
- Haliq, A., Asri, A., & Fitri, S. (2017). Kemampuan Menulis Puisi Mahasiswa Program Studi Pendidikan Bahasa Dan Sastra Indonesia Dengan Menggunakan Metode Mind. *Seminar Nasional LP2M UNM*, 141-146. <https://ojs.unm.ac.id/semnaslemlit/article/view/3999%0Ahttps://ojs.unm.ac.id/semnaslemlit/article/download/3999/2358>
- Hidayat, F., & Nizar, M. (2021). Model Addie (Analysis, Design, Development, Implementation and Evaluation) Dalam Pembelajaran Pendidikan Agama Islam. *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)*, 1(1), 28-38. <https://doi.org/10.15575/jipai.v1i1.11042>
- Khosravi, G. D., Vengadasamy, R., & Raihanah, M. M. (2017). Ecoethical significance of wilderness in Pablo Neruda's selected poems. *GEMA Online Journal of Language Studies*, 17(3), 55-69. <https://doi.org/10.17576/gema-2017-1703-04>
- Leonard, T., & Willis, P. (2008). *Pedagogies of the Imagination: Mythopoetic Curriculum in Educational Practice*. <https://doi.org/10.1007/978-1-4020-8350->
- Pradopo, R. D. (2002). *Pengkajian Puisi*. Yogyakarta: Gadjah Mada University Press.
- Pramono, T., Sumadi, & Rofi'uddin, A. (2013). Peningkatan Kompetensi Menulis Puisi Siswa SMA Dengan Strategi Ekonek. *Bahasa Dan Seni*, 41(02), 221-238.

- <http://journal2.um.ac.id/index.php/jbs/article/view/111>
- Sanjaya, W. (2010). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana.
- Satre, J.-P. (2000). *Psikologi Imajinasi* (S. G. Sukur, Trans.). Yogyakarta: Yayasan Bentang Budaya.
- Taufik. (2010). *Strategi Belajar Mengajar*. Jakarta: Inti Prima.
- Tedjoworo, H. (2001). *Imaji dan Imajinasi: Suatu Telaah Filsafat Postmodern*. Yogyakarta: Kanisius.
- Warsiman. (2011). Pengembangan Model Induktif Dalam Pembelajaran Apresiasi Puisi. *Bahasa dan Seni*, 39(1), 17–26. <http://journal2.um.ac.id/index.php/jbs/article/view/139>
- Yusi Kamhar, M., & Lestari, E. (2019). Pemanfaat Sosial Media Youtube Sebagai Media Pembelajaran Bahasa Indonesia DI Perguruan Tinggi. *Inteligensi: Jurnal Ilmu Pendidikan*, 1(2), 1–7. <https://doi.org/10.33366/ilg.v1i2.1356>